

REPORT ON THE SPECIAL CLANDESTINE SERVICES ORIENTATION NO. 1

16 May - 27 May 1955

1. This course was designed to provide senior DD/S officials with a fuller understanding of the work of the Clandestine Services in order that more effective working relationships might be established. With this end in view, the first week was devoted to reviewing the major CS operational programs, while the second was devoted to surveying basic problems in the support and control of operations at all levels of the Agency's command structure. The CS briefing staff consisted of case officers, field station chiefs, headquarters branch and division chiefs, and representatives of the senior staffs.* The general consensus of the eighteen students (representing eleven different components of the DD/S)** of this class was that a course of this kind can in fact assist in bringing about more effective working relationships between the support and operational services. Moreover, as the course discussions progressed, it became apparent that these relationships can be rendered most effective only if CS officials themselves likewise thoroughly understand the work of their support counterparts.

COURSE FINDINGS

2. CASE OFFICER PROBLEMS. Throughout the course much attention was given to the need for qualified case officers and the key role they play in carrying out CS programs. The following specific major problems were singled out as requiring solution:

a. Case Officer Job Classification. As yet there has been no satisfactory solution to this problem. The kind of questions posed to the CS representatives were:

- 1) What is a case officer?
- 2) What makes a good case officer?
- 3) What are his attributes and qualifications?

In discussion these questions were not conclusively resolved, although one distinguishing feature of the case officer was brought out, namely that he is a person mature in operational experience, or who has demonstrated capacity in operations. For purposes of group discussion the case officer was tentatively defined as one who personally handles agents. The weight of CS comment, however, indicated that "what a case officer is " does not lend itself readily to classification. It was pointed out, for example, that one case officer is seldom good at all phases of agent handling -- spotting, recruiting, running and disposal of agents.

* See Attachment A

** See Attachment B

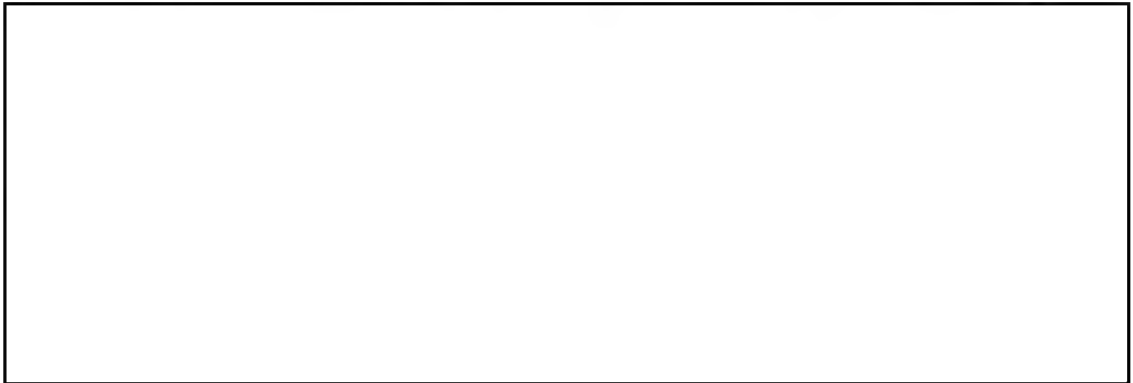
b. Case Officer Career Management.

1) The key question here was what could be done to overcome the present practice of "promoting" the qualified case officer out of operations into administration, i.e., to keep him in the business of running agents rather than to leave it to his juniors. It was generally agreed that the case officer under the existing system must assume supervisory or administrative responsibilities in order to advance. It was recognized that greater flexibility had to be introduced into the present T/O structure before a satisfactory solution to this problem can be achieved. Such a solution would offer the qualified case officer an attractive lifetime career in the running of agents without any de facto limitation.

2) The CS representatives posed the problem of release of unqualified case officers to the support services for disposition. They stated that this was desirable since the retention of such case officers constitutes a growing drain on CS capabilities. The problem was said to be aggravated by the existence of personnel ceilings which prevent the acquisition of additional case officers who are qualified to do the job. The main factors mitigating against a satisfactory solution to this problem were stated to be (a) the difficulties inherent in the firing of personnel (for reasons other than that of security), and (b) the inadequacies in the present system of efficiency ratings to support such firings.

c. Case Officer Training. The following key questions were put by the students to the CS representatives:

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COURSE CONCLUSIONS

5. STUDENT EVALUATIONS. In the student critiques, comment on the course itself was most favorable.*** Students remarked that it was valuable not only in helping them to understand the CS, but that it also gave them a clearer picture of their own work in relation to operations. The critiques also contained many comments on Agency organization as it relates to the DD/S role. For example, one student found that "mutual ignorance and physical separation between DD/P and DD/S components and officials is the basic cause of all 'binds' between operations and administration."

6. PROBLEMS FOR DD/S. In addition to a general evaluation, each student was asked to comment on what problem or aspect of his work, if any, he planned to pay particular attention to as a result of having taken the course. The following is a summary listing of student responses:

a. Office of the DD/S.

1) To develop seminar type working relationships between DD/S and DD/P officials where problems can be discussed thoroughly and openly around the table and solutions developed; to propose that the CSPB be expanded to accomplish this.

2) In the implementation of the career development concept, to advise and plan much more effectively, with a greatly increased awareness of the problems facing CS.

*** See Attachment C

3) To seek actively to minimize the emphasis on the "difference" between operations and support; both aspects are actually parts of one "clandestine service".

(In addition to the foregoing, one member stated that he had developed four or five specific problem areas and, if not solutions, methods for arriving at solutions which he would present to the DD/S.)

b. Personnel.

1) To review the extent and type of personnel requirements.

2) With respect to the continuing problem of classification, to determine the full scope and breadth of case officer assignments and the method of setting salary differentials.

3) To pursue the matter of achieving greater flexibility in the grade structure.

4) To survey the career service in its present form.

c. Security.

1) To stress realization of the fact that CS operations are the "production" part of the factory and that our efforts should continue to be emphasized in the direction of support; to facilitate operations to the greatest extent possible by keeping the practical aspects of security requirements in mind.



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d. Medical.

To conduct closer planning and liaison and to strengthen training and research.

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j. Management.

To provide improved standards and guides for the paper-work management of CS.

7. PROBLEMS FOR DD/P. Each student was also asked to comment on outstanding problems concerning DD/S interests which in his opinion remain to be solved within and by the DD/P itself. The following were listed:

a. To acquire a better knowledge of DD/S programs, and to improve CS administrative procedures within the framework now provided by DD/S.

b. To apply the need-to-know principle properly in order that Agency assets in all categories can be brought to bear on the planning, development, and maintenance of operations, particularly in the case of major special projects.

c. To plan for long-range requirements for personnel not identified as Agency employees.

d. To provide the Office of Training with experienced operational personnel to be used as instructors.

e. To delegate authority to the field, particularly with respect to FI project approvals.

f. To use administrative personnel, such as finance officers, more extensively in rendering advice and service.

g. To develop a deeper appreciation of the value of money controls in operational management, especially by CS seniors.

h. To acquire a better understanding of good management principles.